

Don't Park It! Start Your Engine!

Take Yourself Where You Want to Go

Lesson Overview

Students begin this lesson by assessing their current physical activity behaviors and level of fitness. Based on their assessment of current habits, they determine which area they would like to improve to reach personal goals for physical fitness. Students then investigate fitness guidelines and recommendations. Using goal-setting strategies based on the Stages of Change Model, students will design personal activity plans, follow them, and self-monitor their progress.



Destination: Taking action to reach fitness

- Students will assess their personal fitness and identify areas in their physical activity behaviors that need improvement.
- Students will compare their personal fitness against the current recommendations and guidelines and select target goals for improving their current practices.
- Students will design personal activity plans based on their readiness to change, follow them and self-monitor their progress.



Itinerary

To take the "Shortcut" in 30 minutes, follow this route in class:

- Ignition (10 minutes)
- Driver's Ed (10 minutes without student presentations)
- Test Drive (5-10 minutes)
- Take the Keys (5 minutes)

To take the "Standard Trip" in 40-50 minutes, follow this route:

- Ignition (10 minutes)
- Driver's Ed (25-30 minutes, limit # of student presentations)
- Test Drive (5-10 minutes)
- Take the Keys (5 minutes)

To take the "Extended Trip" in 90 minutes or two class periods, follow this route, or complete two lessons:

- Learner's Permit (allow up to 10 minutes)
- Ignition (10 minutes)
- Driver's Ed (45 minutes, varies with # and length of presentations)
- Test Drive (10 minutes)
- Alternate Route (if used, substitute for part of time above)
- Take the Keys (5 minutes)
- Take the Wheel (10 or more minutes, just begin assignment)



Packing for the Journey:

- Explain pre-class assignment and assign well in advance of class.
- Select “route” to take and activities and examples to use.
- Create overhead transparencies.
- Obtain visual aids, if desired.
- Obtain video(s) to view as alternate/ additional activity.
- Copy student handouts to match your selected activities.
- Student Assessment
- Select follow-up activit(ies) for students to complete.



Your Teaching Road Map . . .

Give Students a Learner’s Permit

As in Lesson 7, the pre-class assignment is for the purpose of assessing current behaviors, this time activity behaviors. Provide students with the pre-class assignment “Don’t Park It! Start Your Engine! Are You Driving in the Right Direction?” (pages 164-165). Students will also need their completed handouts from lessons 4 and 5 to simplify this self-assessment of their fitness and activity behaviors. If students did not previously keep an activity record or do these assessments, they will need to do so for this assignment using the pre-class handouts from lessons 4 and 5. These assessments do not have the students actually perform any physical activities to test their performance levels. If you desire this type of assessment, refer to a fitness assessment test available in one of the books listed on the resource page.

Decide which method you want to use to present the fitness information in the Driver’s Ed section of the lesson. If you want the students to research and present the information, provide them with copies of the handout: “Don’t Park It! Start Your Engine! Take Yourself Where You Want to Go” (pages 166-167) either as a pre-class or in-class assignment. Have students select, or assign students individually or in small groups, to investigate one of the physical fitness topics listed and prepare a short (you select the number of minutes depending on class time available) oral presentation that includes the information listed on the sheet. You might provide one good reference for each topic to get the students started (the web sites listed are an excellent resource for this). If you are doing a “shortcut” version of this lesson, you may need to present the fitness facts and guidelines yourself rather than have students investigate and present this information, or, select a video that covers basic fitness guidelines.

If teaching this lesson in an extended period, or two class periods, students can complete this assignment during class using a computer lab with Internet access. If you assign this to be done before class, provide access to computers for students who don’t have them at home, or group students together so all groups have computer/Internet access.

Put the Key in the Ignition:

Do you need a change in how you drive?



According to the **Surgeon General's Report on Physical Activity and Health: Adolescents and Young Adults:** (overheads)

- Nearly half of American youths aged 12-21 are *not* vigorously active on a regular basis. Raise your hand if you consider yourself "vigorously active on a regular basis." *Compare % of class to the statistic above.*
- About 14% of young people report no physical activity. Inactivity is more common among females (14%) than males (7%) and among black females (21%) than white females (12%). Raise your hand if you are not at all physically active (you don't participate in PE class or sports of any kind, or walk to school, etc.). *Compare % of class to the statistic above.*
- Participation in all types of physical activity declines strikingly as age, or grade in school, increases. Do you agree? Are you less active than you were a few years ago?
- Only 19% of all high school students are physically active for 20 minutes or more, five days a week, in physical education classes. Are you?
- Daily enrollment in physical education classes dropped from 42% in 1991 to 25% in 1995 in high school students. (Does your school have daily PE?)

According to the Department of Health and Human Services (May 2003) in a report titled:

"Physical Activity Among Adults: United States, 2000" obtained from 32,000 interviews:

- Only 19% of American adults engage in a high level of overall physical activity, including both activity at work and during leisure time. In other words, more than 80% of adults are not vigorously active on a regular basis. Higher income and education levels are associated with higher levels of physical activity.
- 25% of American adults engage in *little* or *no* regular physical activity. The region of the US that is least physically active is the South.

For more information and statistics regarding nutrient intakes, physical activity and body weight, healthy eating patterns and food security, log on to the Community Nutrition Mapping Project:
<http://www.barc.usda.gov/bhnrc/cnrg/cnmapfr.htm>>CNMap.

Put the Key in the Ignition



Physical Activity Guidelines for Americans:

The following list shows that many different organizations have published guidelines and recommendations for physical activity. Although they are not identical, they have one thing in common: Be Active Daily!

- **The National Academy of Sciences' Report Dietary Reference Intakes (2002):** To prevent weight gain and to accrue additional, weight-independent health benefits, 60 minutes of daily moderate physical activity (e.g., walking/ jogging at 4-5 mph) is recommended. In addition, the effect of resistance training exercises on muscle strength warrants their inclusion in exercise prescriptions, along with activities that promote cardiovascular fitness and flexibility.
- **The American Heart Association (2000):**
For cardiovascular health, AHA recommends dynamic exercise of the large muscles for extended periods of time (30-60 minutes, 3-6 times weekly). This may include short periods (5-10 minutes) of moderate intensity activity totaling at least 30 minutes on most days. In addition, resistance training using 8-10 different exercise sets with 10-15 repetitions each, performed at a moderate to high intensity (10-15 pounds), at least 2 days per week is recommended.
- **The Surgeon General's Report on Physical Activity (1996):**
Significant health benefits can be obtained by including a moderate amount of cardiovascular physical activity (e.g., 30 minutes of brisk walking, 15 minutes of running, or 45 minutes of volleyball) on most, if not all, days of the week. People who can maintain a regular regimen of activity that is of longer duration or of more vigorous intensity are likely to derive greater benefit. In addition, resistance training with 1-2 sets, 8-12 repetitions, 2 days per week is recommended.
- **Centers for Disease Control and Prevention (CDC) and The American College of Sports Medicine (ACSM) (1995):** Every US adult should accumulate 30 minutes or more of moderate-intensity physical activity on most, preferably all, days of the week. In addition, a minimum of 1 set, 8-12 repetitions, 2-3 days per week of resistance training is recommended.

Physical Activity Guidelines for Adolescents:

(President's Council of Physical Fitness and Sports)

- **All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities.**
- **Adolescents should engage in three or more sessions per week of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion.**

In other words:

Adults and adolescents should get active and stay active, aiming for an accumulation of *at least* 30-60 minutes of activity on most, if not all, days of the week. All activities count: aerobic activity, resistance training, and general physical activity.

Just like with the nutrition guidelines we looked at in the last lesson, a well-running human machine operates at peak performance when these guidelines are followed. When these guidelines are *not* followed on a regular basis, long-term and short-term health problems can occur.

Put the Key in the Ignition



In today's class you will be taking a closer look at *your* personal activity habits and select one or more negative activity behaviors that are a stumbling block to your personal fitness and health. As you did with your nutrition behaviors, *you* will decide what needs to be changed and how willing you are to change.

You should have come to class today with some of the handouts we used to assess our activity behaviors in earlier classes. Hopefully, these assessment tools helped you identify areas in which you have healthy habits as well as areas that could use improvement. The handout titled "Are You Driving in the Right Direction?" had you summarize these assessments.

Provide students with the handout "Don't Park It! Start Your Engine! A Personal Plan for Change" (pages 168-169). Follow the instructions to complete the top section: "My personal fitness and activity potholes." Students may have identified problem areas when they reviewed their "maintenance check list," or if they indicated on their activity record that they were more inactive than they could be, or they fell short of the recommended levels of different activities on the Activity Pyramid. If a student did not identify a problem area, that is great, they can still select a goal that is based on maintaining or improving their current level of fitness and activity (sleep, improved performance, off-season activities, etc.).

They are not to list underweight or overweight as a personal fitness pothole, but will use that assessment to select problem areas to focus on.

Option: If time allows, have students volunteer to share one of the problem areas they identified. Have classmates raise their hands if they identified the same problem area. Discuss common barriers to exercising and being active.

Review what they learned about change in lesson 7. Option to discuss how successful they have been in changing nutrition behaviors. If this lesson is done before lesson 7, refer to that lesson for a discussion of Stages of Change.

As in the last lesson, you will determine how ready you are to change in each of the areas you identified. Read the description of each stage and write the corresponding number in the blank provided next to the problem you listed. (*allow time to do*)

Now you are to select one area to change. Just one. You're welcome to do more, but only do one for this assignment.

Describe your current behavior and write your behavior change goal in the spaces at the bottom of the handout. Write your goal as what you eventually hope to achieve and make a lifelong habit. (*allow time to write goals*)

Driver's Ed: Move It!



What are the benefits of being physically active?

Let's see how many we can think of. Let's divide the class in half (*you might name the two teams after the two school colors*) and see which team can think of more different reasons. Raise your hand if you have a benefit and we'll make two lists on the board. I'll call on each side alternately, but if no one on your team raises their hand, the other team gets a turn.

Benefits of physical activity:

- reduces risk of heart disease and stroke
- increases heart strength
- improves circulation
- helps maintain healthy blood pressure (prevents and reduces high blood pressure)
- increases "good" HDL cholesterol levels
- lowers "bad" LDL cholesterol levels
- decreases triglycerides in the blood
- helps build and maintain lean tissue
- promotes loss of fat tissue
- assists in better control of appetite
- increases energy expenditure
- contributes to energy balance
- helps maintain weight (for above 5 reasons plus others)
- enhances action of the hormone insulin, improving cellular glucose uptake
- decreases risk of Type 2 Diabetes
- reduces risk of certain cancers, such as colon cancer
- reduces susceptibility of respiratory and other infections by enhancing various functions of the immune system
- helps strengthen bones and prevents bone loss
- reduces risk of osteoporosis
- contributes to agility and joint health, reducing risk of falls and injury
- increases muscle strength, improving capacity for other physical activities
- boosts energy level and endurance
- helps manage stress
- releases tension
- reduces anxiety and depression
- increases enthusiasm and optimism
- improves self-image
- improves the ability to fall asleep and sleep well
- delays or prevents chronic illnesses associated with aging and maintains quality of life and independence longer
- provides a way to share an activity with family and friends
- it's FUN!

Option: Write out each of the benefits listed above on index cards and pass out to the students. Have each student read aloud the benefit on their card.

Before we create our personal physical activity plans, let's provide one another with the information we learned in our fitness investigations and tell one another *why* we want to meet our goals and *how* we can get there. Take notes on everyone's presentations, but pay special attention to ones that are related to the goal you want to meet.

Allow students to present for the length of time you designate. A brief overview of each topic can be presented in 2-3 minute presentations for most topics. If all 12 topics are presented, allow one entire class period for this activity. To cover this lesson in two classes: follow the shortcut route for the first day and assign presentation topics (possibly to match personal goals), with students completing personal plans at the end of the second day of class.

Be prepared to correct misinformation or out-of-date information. Make sure students reference where their information came from. Point out when "facts" presented are actually "opinions."

If time does not allow, students can research their goals on their own and this activity can be omitted.

Test Drive:

Charting my Course



Now turn over the handout titled: "A Personal Plan for Change." On the reverse side of this handout (page 169) are the strategies you will use to reach your goal based on your readiness to change. Where you begin your personal fitness plan will depend on how ready you are to actually change your behavior. Look at what steps you will take depending on your readiness to change.

Begin your personal activity plan by taking out a blank sheet of paper and completing steps 1 and 2 here in class. When you are finished, pair up with one other student and share what you wrote.

If time allows, students may continue working on their plans. If not, it is part of their take home assignment.



Alternate Route

Select a video from the list of resources.
This could replace the student presentations.

Take the Keys: Take Action!




 **What is fitness? How do we define it?** (allow for students to respond, write a description on the board or a blank overhead)

What are the components of a fitness plan? What are the current recommendations? (allow for students to respond, write on the board or a blank overhead)


Does knowing that information make you fit? What does?

“Learning is defined as a change in behavior. You haven’t learned a thing until you take action and use it.”

(from “Everyone’s a Coach” by Don Shula and Ken Blanchard)

 **Now is the time to take action.** You know what activity behaviors and fitness choices will help you reach wellness and which ones are preventing you from reaching that destination. Are you ready to do something about it?

You have determined how ready you are to take action and have selected areas you want to make changes in. **It is time to set goals and create a realistic action plan.** We talked in the last lesson about writing SMART goals. What makes a goal SMART? (*It is specific, measurable, achievable, relevant, and trackable.*) Review the difference between “SMART” goals and ones that are vague and unrealistic using fitness/activity examples.

 **Changing is a challenge, isn’t it?** What do you think will be your biggest challenges to becoming more active and fit? Should you wait until you “feel” motivated?

“You’re more likely to act yourself into feeling than feel yourself into action.”

Jerome Bruner, Harvard Psychologist

So, act!! Whatever it is you know you should do, do it!



Take the Wheel

Provide students with the take-home assignment: “Don’t Park It! Start Your Engine! Take Yourself Where You Want to Go” (page 170). Go over options. If time allows, begin assignment. There are many ideas to work on a project as a class.



Driver’s Test: Don’t Park It! Start Your Engine!

Answers to assessment:

1. b
2. e
3. a
4. d
5. b



Driver's Test:

Don't Park It! Start Your Engine!

1. Which of the following statements is true of our activity behaviors?

- a. more adults are active than adolescents on a regular basis
- b. male adolescents are more active than female adolescents
- c. only half of all adolescents participate in daily PE classes
- d. all of the above are true

2. Which of the following is *not* a physical activity guideline?

- a. accumulate 60 minutes of moderate physical activity daily
- b. engage in >20 minutes of aerobic activity at least 3 times a week
- c. do resistance training at least 2 times a week
- d. include exercises to increase flexibility throughout the week
- e. all of the above are physical activity guidelines

3. What is a benefit of physical activity?

- a. assists in better control of appetite
- b. raises LDL cholesterol levels
- c. maintains energy levels on less sleep
- d. lowers risk for all types of cancer

4. What is the most important component of physical fitness?

- a. aerobic capacity
- b. muscular strength and endurance
- c. flexibility
- d. all of the above are important for total fitness

5. What type of exercise has been shown to build and maintain bone?

- a. water exercises
- b. weight-bearing exercises
- c. aerobic exercises
- d. stretching exercises



Your Spare Tire: Teacher Resources

For further reading:

Basic fitness textbooks, such as:

ACSM Fitness Book, 2003, by the American College of Sports Medicine

Exercise Physiology by McArdle, Katch, Katch

Physiology of Sport and Exercise by Wilmore and Costill

Web Sites:

American Council on Exercise <http://www.acefitness.org>

Click on Education Center and download Fit Facts, 100 1-page fact sheets on various exercise/fitness topics.

American College of Sports Medicine <http://www.acsm.org>

Health and fitness information, guidelines for healthy aerobic activity, guidelines for calculating exercise heart rate range, etc.

President's Council on Physical Fitness and Sports <http://www.fitness.gov>

PDF files to download:

The President's Challenge

Get Fit! A Handbook for Youth ages 6-17

10 Tips for Healthy Eating and Activity

Surgeon General's Report Fact Sheet: Adolescents and Young Adults

Fitness Fundamentals: Guidelines for Personal Exercise Programs

Information on Sports Nutrition

President's Healthier US Initiative <http://healthierus.gov>

Has information and links about physical fitness.

National Association for Health and Fitness <http://www.physicalfitness.org>

The Fitness for Youth Site <http://fitnessforyouth.umich.edu>

Curriculum ideas, links to other sites.

American Alliance for Health, Physical Education, Recreation and Dance

<http://aahperd.org>

American Fitness Alliance

<http://www.americanfitness.net>

Youth Fitness Resource Center has fitness education resources, information and programs.

American Heart Association

<http://www.justmove.org>

"Just Move" is the AHA's personal fitness center with an online exercise diary, fitness resources, and a "My Fitness" section with recommendations, facts and tips about living a more active lifestyle.

Centers for Disease Control

<http://cdc.gov/nccdphp/dnpa>



Your Spare Tire: Teacher Resources

National Coalition for Promoting Physical Activity <http://www.ncppa.org>

America on the Move is a non-profit organization dedicated to getting Americans moving again simply by increasing their steps. Schools can register to be a part of this program. Go to <http://www.americaonthemove.org/> for more information.

TeachNet.com is a site for teachers that has a lesson idea titled: "Walk Across the Country" at <http://www.teachnet.com/lesson/health/fitness/walkamerica.html>.

The "Hearts and Parks" web site has a Community Mobilization Guide at its web site that has educational materials, and assessments for adolescents about food, physical activity and heart health: http://www.nhlbi.nih.gov/health/prof/heart/obesity/hrt_n_pk/index.htm.

KidsHealth for Parents is a site sponsored by the Nemours Foundation with many articles for parents and families about nutrition and fitness at http://www.kidshealth.org/parent/nutrition_fit/index.html.

BAM.gov is a CDC sponsored web site for adolescents featuring interactive tools to increase physical activity and fitness, <http://www.bam.gov>.

Verb: It's What You Do is a site for youth with information and ideas for increasing physical activity and fitness, <http://www.verbnow.com>.

Videos/Resources:

Total Health: Becoming Physically Fit, a 3 videotape series, 28 minutes each, from Human Relations Media, Inc., 1999. Comes with print resources.

Nutrition for Active Fitness 20 minute video on sports nutrition from Meridian Education Corporation, www.meridianeducational.com.

The Nutrition and Fitness Link 27 minute video from Meridian Education Corporation, covering the importance of both nutrition and physical activity, www.meridianeducational.com.

Eating and Exercise Fact or Fiction 45 minute video from CEV Multimedia, includes quizzes, www.cevmultimedia.com.

Sports and Nutrition – The Winning Combination 17 minute video from Cambridge Educational, comes with an instructor's manual, available from www.meridianeducational.com.

Activity Pyramids for Adults and Kids Posters, transparencies and handouts from Park Nicollet Healthsource at <http://www.healthsource.org>.

Eat to Compete A sports nutrition education kit from the National Pork Producers Council, 1997, <http://www.nppc.org/>.

Pedometers for step counting are available from www.new-lifestyles.com.

Don't Park It! Start Your Engine!

Are you driving in the right direction?

Have You Ever Wondered . . .

How do my physical activity behaviors "measure up" to what is recommended?

How willing am I to make changes to improve my personal fitness?

How can I make changes successfully and permanently?

Let's Take a Look

In the lesson, "Check Under the Hood," you used a 15 point maintenance check list to see how well you optimized performance of your "vehicle." (We will look at points 1 and 9-13 again in this lesson.) You also determined if your weight is in a healthy range for your height, gender, and age. In the lesson, "On the Road Trip of Life," you were assigned to keep track of your "itinerary" for both your eating and activity for one full day. You analyzed what influenced your activity behaviors, both positive influences (motivators) and negative influences (barriers). Use these tools and records to determine those areas that you need to work on most to improve your personal fitness.

Reviewing my maintenance check list:

Check any area below that you identified as a problem on your maintenance check list. Next to the category, describe briefly how it is a problem for you. For example, for "Active Lifestyle" you might write "I spend a lot of time watching TV and playing video games."

- _____ Sleep _____
- _____ Lean versus Fat _____
- _____ Aerobic Fitness _____
- _____ Strength _____
- _____ Flexibility _____
- _____ Active Lifestyle _____

Reviewing internal/external influences:

Look at your activity record and the assessment you completed of your activity record: "What are your potholes?" Check those areas that are negative influences for you (you need to decide based on how frequent or intense they are). On the blank describe how they negatively influence your activity level:

- _____ Sedentary in "required" activities _____
- _____ Sedentary in optional activities _____
- _____ Limited time in active work/chores _____
- _____ Limited involvement in active optional activities _____

Describe one motivator for being active for you:

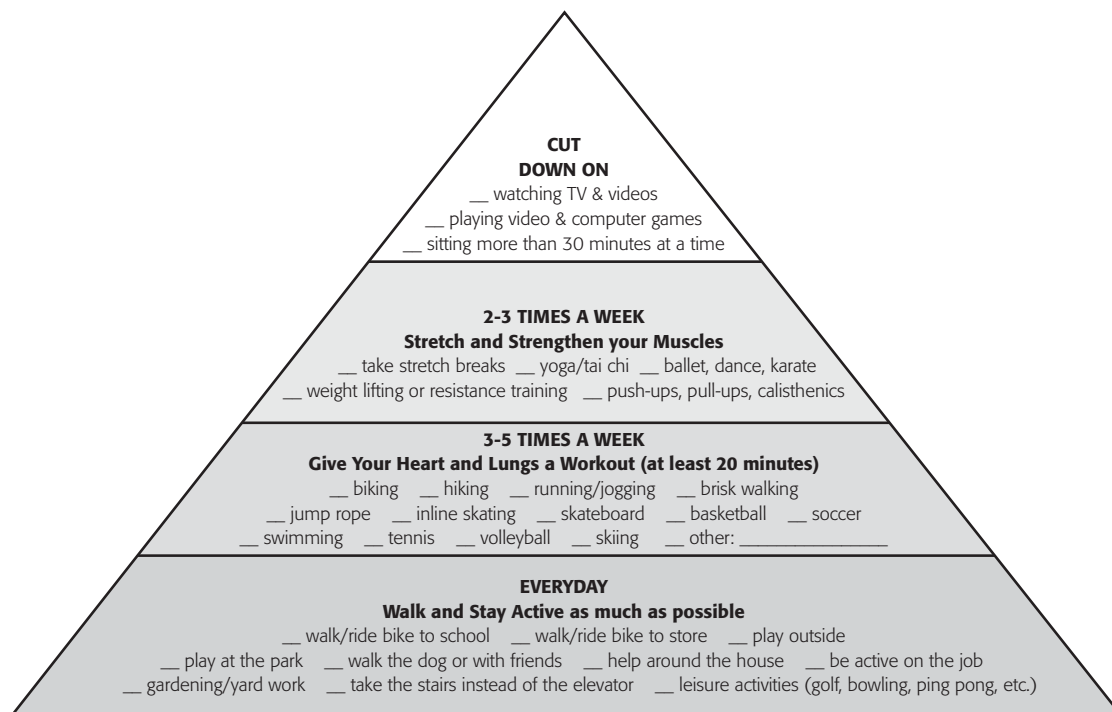
Describe one barrier to being active for you:



Are you driving in the right direction?

Comparing my activity record to the Activity Pyramid:

Look at the activities you listed on your activity record and fill in the blanks below how your activities fit on the activity pyramid (write in the blank spaces the length of time you spent in various activities):



(Adapted from the Physical Activity Pyramid developed by the Park Nicollet Medical Foundation. Recommendations are based on American College of Sports Medicine Guidelines.)

Assessing my weight to help make a personal fitness plan:

Check the statement below that best describes your weight.

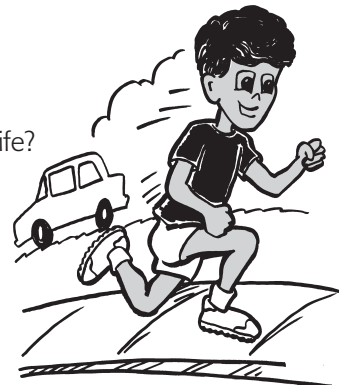
- _____ **Healthy weight:** I am at a healthy weight for my height, gender, and age. My BMI is between the 5% and 85% percentiles, my waist circumference is healthy, and I do not have any medical risk factors. If my BMI is <5%, it is because I am naturally thin, but I eat well and am physically fit. If my BMI is >85%, it is because I am heavier due to increased muscle. If not, my waist circumference is healthy, and I do not have any medical risk factors. I eat well and am physically fit. My goal is weight maintenance. I need to balance calories in with calories out.
- _____ **Underweight:** I am underweight for my height, gender, and age. My BMI is <5% percentile. It is difficult for me to gain weight. My goal is to gradually gain weight and build muscle tone and fitness.
- _____ **Overweight:** I am overweight for my height, gender, and age. My BMI is >95% percentile, or between the 85% and 95% percentile with a larger waist circumference and/or 1 or more medical risk factors. I have trouble not gaining too much weight. If I am done growing, my goal is gradual weight loss and/or improved fitness. If I am still growing, my goal is a slower rate of gain or weight maintenance. I need to increase my level of activity to prevent excess weight gain.

Don't Park It! Start Your Engine!

Take Yourself Where You Want to Go

Investigate one of the following fitness topics and prepare a very brief presentation for your class to share what you learn. A potential title is given, but you are free to think of your own. A list of web sites is provided to assist you in your research. In addition to these sites, use a search engine, appropriate key words, and your skills at navigating Internet web sites to find credible information. Plan to use visual aids or demonstrations to illustrate your points.

- ☐ **Are You Tuned Up?**
What are the components of physical fitness? How are they measured?
(cardiorespiratory endurance, muscular strength and endurance, flexibility)
- ☐ **Don't Park It!**
What are the benefits of increasing daily physical activity through day-to-day activities? What are practical tips to accomplish this?
- ☐ **Why Workout?**
Why is working out, in addition to being physically active in daily activities, important for fitness?
- ☐ **FITT your Plan**
What does FITT stand for? (Frequency, Intensity, Time, and Type)
How can this acronym be used to help you design a personal fitness plan?
- ☐ **Timing is Everything . . . Or is It?**
Is there a best time to exercise?
- ☐ **Warm and Cool your Engine**
Is warming up before exercise important? What is a warm up? What is a cool down? Why do it?
- ☐ **Skip the Stretch . . . Risk the Pain**
What are the benefits of stretching? What is the proper way to stretch?
Demonstrate several basic stretches for various body parts that can be done anywhere.
- ☐ **Hit the Street for a Healthy Heart**
What is an "aerobic" exercise? What is the proper intensity and duration for cardiovascular benefits?
For weight loss? How do you calculate your exercise heart rate range? How else can you determine a good pace? What are some practical ways to incorporate aerobic exercise in a fitness plan?
- ☐ **Pump It Up!**
What is resistance training or strength conditioning? Why do it? What are the guidelines? Do you need special equipment to do this type of exercise? What are some practical ways to incorporate it into a fitness plan? Demonstrate several easy ways to incorporate strength training anytime and anywhere.
- ☐ **Build those Bones!**
What is "weight-bearing" exercise? How does it help build and maintain bone?
- ☐ **Keep It Moving!**
What are the benefits of continuing a personal activity plan for the rest of your life?
How will it change as you age? What are ways to stay active through various stages of life?
- ☐ **Be a Good Sport**
How do competitive and recreational sports fit in a fitness plan?
How do other components of a fitness plan enhance your performance?



Take Yourself Where You Want to Go

Web Sites:

American Council on Exercise

<http://www.acefitness.org>

Click on Education Center and download Fit Facts, 100 1-page fact sheets on various exercise/fitness topics.

American College of Sports Medicine

<http://www.acsm.org>

Health and fitness information, guidelines for healthy aerobic activity, guidelines for calculating exercise heart rate range, etc.

President's Council on Physical Fitness and Sports

<http://www.fitness.gov>

The President's Challenge

Get Fit! A Handbook for Youth ages 6-17

10 Tips for Healthy Eating and Activity

Fitness Fundamentals: Guidelines for Personal

Exercise Programs

Information on Sports Nutrition

President's Healthier US Initiative

<http://healthierus.gov>

Has information and links about physical fitness.

National Association for Health and Fitness

<http://www.physicalfitness.org>

American Alliance for Health, Physical Education, Recreation and Dance

<http://aahperd.org>

American Fitness Alliance

<http://www.americanfitness.net>

Youth Fitness Resource Center has fitness education resources, information and programs.

American Heart Association

<http://www.justmove.org>

has a personal fitness center with an online exercise diary, fitness resources, and a "My Fitness" section with recommendations, facts and tips about living a more active lifestyle.

Centers for Disease Control

<http://cdc.gov/nccdphp/dnpa>

National Coalition for Promoting Physical Activity

<http://www.ncppa.org>

BAM.gov

<http://www.bam.gov>

is a CDC sponsored web site for adolescents featuring interactive tools to increase physical activity and fitness.

Verb: It's What You Do

<http://www.verbnow.com>

is a site for youth with information and ideas for increasing physical activity and fitness.



Don't Park It! Start Your Engine!

A Personal Plan for Change

My physical activity "potholes":

List below at least one, but not more than five, potential areas for improvement you identified when you assessed your personal activity habits. If you identified more than five, list the five you believe are the most important to change.

**Readiness
to change:**

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |

Ready? Or, not?

Read the descriptions of each of the stages of "readiness to change" below. Determine which one describes your readiness to change each of the behaviors you described as problems for you. At the end of each line above, write the number that corresponds to your readiness to change in that area.

Stage 1: "Not thinking about change"

Not aware of a need to change, or aware but not planning on changing.

Stage 2: "Thinking about change"

Aware of need for change and thinking about making a change within the next 6 months. Currently, barriers to change are stronger than motivators for change.

Stage 3: "Getting ready for change"

Haven't made any changes yet, but am motivated to take steps to change within the next 30 days.

Stage 4: "Making the change"

Currently taking steps to change this behavior, but have been practicing this new behavior less than 6 months.

Stage 5: "Change becoming habit"

This is my current behavior and has been for 6 months or longer.

Area for Improvement: _____

What I do now (current behavior):

A healthier way (behavior change goal):



A Personal Plan for Change

Meeting Your Goal – Action Steps based on Readiness to Change:

Create *your* own personal activity plan to meet the goal you selected. Start at the stage you identified on the reverse side. Use blank paper to write your plan on, using the guide below.

Stages 1 and 2: Increase Awareness and Motivation

If your readiness to change the behavior you chose is stage 1 or 2, follow these steps to move you to the next level, and then proceed until you reach stage 5:

1. Imagine a friend or family member was told by his or her doctor to adopt this new behavior. What advantages of this behavior would you highlight to motivate them? (List at least three.) What one benefit of this new behavior would motivate YOU the most?
2. What are some things that might get in the way of your efforts to implement the behavior you wish to change? (List at least two "obstacles.") What do you think will present the biggest obstacle for you? How might this obstacle be overcome?
3. Begin visualizing yourself performing the new behavior. Picture in your mind successfully completing all of the steps necessary to do it and imagine how you would feel as a result. Write a description of what you visualized including all of the steps needed.
4. Start to recognize any small successes you have or have had in practicing this behavior. *When* are you successful? *What* contributes to your success?
5. Tell someone about your goal who will be supportive. Write down their name and how they can help you reach your goal.
6. Create a motivational message that will remind you of the benefits of adopting this new behavior. Write it on something and place it where you can read it daily.

Stage 3: Make a SMART Action Plan

If your readiness to change the behavior you chose is stage 3, follow these steps to move you to the next level, and then proceed until you reach stage 5:

1. Make a list of how you expect to benefit from adopting this behavior. Which one of these reasons is most important to you and why?
2. What changes will you need to make to achieve the target behavior? In other words, what will you need to do differently to succeed?
3. Write one or two "SMART" goals to help you practice the target behavior. A SMART goal is:
 - Specific** Write down exactly what you want to achieve, don't be vague.
 - Measurable** Write down amounts, times, days, or any other measurable factors.
 - Achievable** Your goal should be realistic, something that is challenging but not impossible. Avoid the words "always" or "never."
 - Relevant** Your goal should be important to YOU, not just done as an assignment.
 - Trackable** You should be able to record your progress in meeting your goal.
4. Commit to action. Set a start date to begin trying out your goal(s). Try meeting your goal(s) for 3 days and keep track of your progress.
5. Tell someone about your goal who will be supportive. Write down their name and how they can help you reach your goal.
6. Evaluate your progress and continue or modify your plan as you move to the next step.

Stage 4: Take Action

If your readiness to change the behavior you chose is stage 4, follow these steps to move you to stage 5:

1. In what ways have you benefited from adopting this behavior? What motivates you the most to continue practicing this behavior and why?
2. What are some of the obstacles you have encountered that make it difficult to consistently practice this behavior? List them and identify one or more potential solutions to keep each obstacle from getting in your way of achieving your goal.
3. Write one or two "SMART" goals to help you continue to practice the target behavior. (See above for how to write a SMART goal.)
4. Keep track of your progress on meeting your goal(s) for 3 days. Select a nonfood reward for overcoming your obstacles and meeting your goal.

(Adapted from "wellStage" resources developed by Health Enhancement Systems, Inc. www.hesonlin.com, used with permission.)

Don't Park It! Start Your Engine!

Take Yourself Where You Want to Go

The Key of Action

Now is the time to take action. You know what activity behaviors and fitness choices will help you reach wellness and which ones are preventing you from reaching that destination. You have determined how ready you are to take action and have selected areas you want to make changes in. You are ready to set goals and create a realistic action plan. Knowledge is power; but, knowledge without action is only potentially powerful. Take action! Start your engine! Take yourself where you want to go. Destination: Wellness.



Take the Wheel

Complete your personal activity plan and put it into action for 3 days, recording your progress. Continue working on your personal activity plan by progressing to the next stage when you have successfully completed the stage you started in. When you are confident in your ability to continue with the first behavior change you made, try another. By taking it one step at a time, you will change negative habits into healthy behaviors! The Dairy Council of California has a Personal Fitness Planner for teens at http://www.dairycouncilofca.org/activities/pfp/pfp_main.htm.

Honk Your Horn

Share what you learned investigating your fitness topic with others outside your class in one of the following ways: 1) Write an article for your school or local paper. 2) Make a public service announcement for your school radio station or announcements. 3) Make a poster, bulletin board or display for your classroom, hallway, or lunchroom. 4) Volunteer to teach a lesson about this topic to a younger grade class.

Carpooling

Find one other classmate to share your goal(s) with and plan to eat lunch together to share your progress. Find ways you can support their successes and help them overcome their obstacles.

Mobilize Your World

Start a "movement" movement in your home, neighborhood, class, school, or community. There are several models for initiating this type of program:

"America on the Move" is a non-profit organization dedicated to getting Americans moving again simply by increasing their steps. Individuals or schools can register to be a part of this program.

Go to: <http://www.americaonthemove.org/>.

"Walk Across the Country"

is an idea for schools or classes. Go to: <http://www.teachnet.com/lesson/health/fitness/walkamerica.html>.

"Hearts and Parks" web site describes various programs to improve nutrition and physical activity by taking advantage of community park resources: http://www.nhlbi.nih.gov/health/prof/heart/obesity/hrt_n_pk/index.htm.

Gang Up

Join your friends on a competitive or recreational sports team or league, or create a new one. Try a sport you haven't tried before. Get friends or family to participate in one of many sports that can be enjoyed lifelong, such as bowling, swimming, golf.